TUTOR GUIDANCE

Supporting you to be the best tutor you can be

2015

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I Preface

Welcome to the first edition of the RPS Tutor Guidance.

In our commitment, as a professional body akin to Royal College, to support, develop, recognise, lead and network, the RPS offers a professional resource for Tutors to support them in their roles. This Guidance is designed to support Tutors in all settings, as they support pharmacists and pharmaceutical scientists to develop essential knowledge, skills, experience, behaviours and values required for practice and work.

Although there are commonalities of approach for all Tutors working with pharmacists and pharmaceutical scientists at all stages across the profession, there are some issues that are specific for pre-registration pharmacists, Foundation pharmacists and experienced pharmacists. This Guidance will provide guidance for Tutors, with specific supplements for each of these stages that can enable you to become an effective Tutor that delivers guidance and support for your tutees, whatever stage.

We understand the value of inspirational tutorship and appreciate the invaluable contribution you as members make in creating an engaging, professional, high calibre workforce. Delivering high quality professional support to Tutors is a priority for us and your contribution is vital. We are interested in hearing how you have used this Guidance and any feedback you may have, including how you have adapted and added to the Guidance, so that we can take these into account when we review future editions.

2 How to use this Guidance

2.1 Purpose of this Guidance

This Guidance is for those who are tutoring at any stage of their career development.

It is designed to help those who are new Tutors or those planning to become a Tutor, who wish to obtain an overview of the role and identify/develop relevant knowledge, skills, experience and behaviours to perform your role effectively.

If you are an experienced Tutor, this Guidance can help answer specific questions, or be used to examine your strengths and development needs as a Tutor, or to acquire a new approach to tutoring and access the support you need from the RPS.

All Tutors can use this Guidance for reference, in conjunction with any local guides available from other sources (such as RPS Foundation Schools and RPS Foundation Programme Training Providers – see the RPS Foundation Supplement for more detail), by studying the sections that are most relevant to you or exploring how new ideas and approaches may be applied to your tutoring. It is also recommended that this is used alongside resources issued by regulators, e.g. the General Pharmaceutical Council. You may also find this helpful in exploring particular areas that you wish to research/discuss with colleagues or peer Tutors.

2.2 Scope of this Guidance

This Guidance outlines the roles and responsibilities and expectations in becoming an effective Tutor for pharmacists working across all sectors and levels of practice.

2.3 Who is this useful for?

This Guidance provides:
- Tutors with an outline of roles and responsibilities to enable them to effectively tutor students, pre-registration trainees, pharmacists and pharmaceutical scientists, and supports Tutors with implementing this in practice.
- Tutees with an outline of the type of support and guidance that may be available from their Tutor and what they can expect in practice.

2.4 Resources

This Guidance contain links to valuable resources to assist in the implementation of tutoring, as well as updates from the RPS on sharing best practice and supporting local implementation.

Additional supplements that are specific for pre-registration trainees and Foundation pharmacists are also available and should be used in conjunction with the generic information on tutoring included in this Guidance.

3 The Role of Tutors

3.1   Why are Tutors needed?

The concept of self-facilitated learning for pre-registration trainees, pharmacists and pharmaceutical scientists is an important feature of pre-registration training and continuing professional development (CPD). We know that that pre-registration trainees, pharmacists and pharmaceutical scientists who are well supported and have access to appropriate resources are more confident learners and are better equipped to adapt to new situations. One such support is access to a Tutor, someone who can monitor, appraise and assess development.

The role of a pharmacy Tutor has been most often associated with the pre-registration pharmacist sector. However, the benefits of having a Tutor can extend throughout a pharmacist or pharmaceutical scientist's entire career. Tutors play an integral role in supporting an individual's professional development; you are contributing to the future of the profession in creating the next generation of pharmacists and pharmaceutical scientists who can become leaders driven to improve, science, practice and patient outcomes.

3.1.1 The RPS vision for Tutors

The RPS wants to ensure that all members regardless of their stage of practice have access to a supportive and knowledgeable Tutor. We aim to raise the standards of Tutors by providing a framework to support pre-registration trainees, pharmacists, pharmaceutical scientists and their teams to develop their professional practice, improve services, shape future services and deliver high quality patient care across all settings and sectors.

We will develop a suite of support and resources to support Tutors so you can develop the necessary skills and knowledge for their roles, and practise safely, more effectively and with confidence. We will endeavour to keep Tutors up to date with the latest developments in pharmacy and healthcare, and education, training and development.

3.2   What is the role of a Tutor?

The dictionary definition of a Tutor is "a private teacher, typically one who teaches a single pupil or a very small group", and to be a Tutor is "to have the guardianship, instruction, or care of".

In pharmacy a Tutor is usually an individual with experience who supports the development of pre-registration trainees, pharmacists or pharmaceutical scientists at various stages of their professional development, by:

- Acting as a role model through demonstrating high quality provision and practice of pharmaceutical care to patients
- Providing advice to tutees on good practice, for example how to logically approach patient management (including the application of evidence-based medicine to practice) and the level of research involved in clarifying and resolving issues
- Supporting the professional development of tutees by helping them identifying gaps in their practice and how they can meet those gaps
- Assisting development by monitoring tutees' progress through regular review

- Appraising and assessing practice formatively, providing timely feedback on observed activities, e.g. for Foundation pharmacists (see the Foundation supplement for more detail)
- Providing feedback on practice, to ensure that tutees learn effectively from their experiences.

More specific details are found in the supplement for pre-registration and the Foundation Programme.
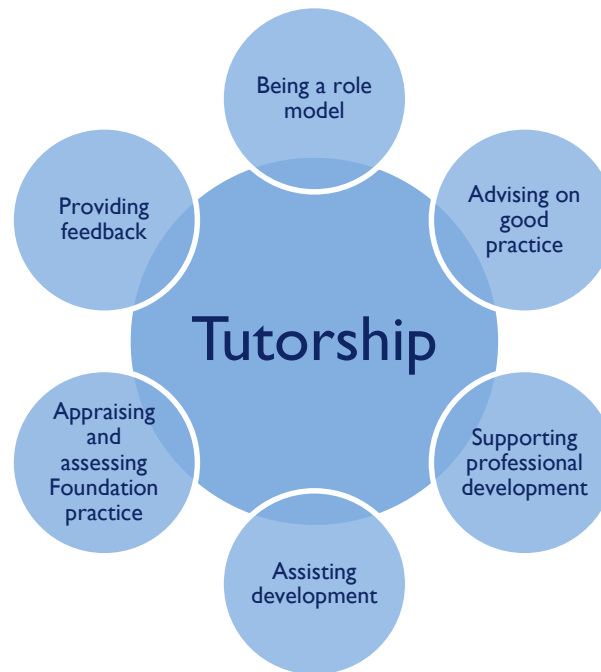
Figure 1: The role of a Tutor

3.3   Tutor requirements

The RPS has defined requirements for Tutors (see box 1) for those who are aspiring to become recognised in their role supporting pre-registration trainees and Foundation pharmacists. We acknowledge that there may be local policies for those who have an official Tutor role, and we recommend that the RPS requirements be used alongside all other guidance for Tutors. Remember that these are not regulatory standards, but can be used to demonstrate the value of your role as a Tutor to managers and your organisation.

Box 1: RPS Tutor criteria

- A degree in Pharmacy
- Minimum of 3 years post-registration experience in pharmacy
- Member of the Royal Pharmaceutical Society
- Knowledge of relevant professional and regulatory standards
- Relevant experience and/or training regarding workplace-based learning, assessments and feedback (for more information on suitable accredited RPS training events see the Resources section)

Additional suggested knowledge, skills and behaviours for Tutors include:

- Support the education and training of others pharmacists and pharmaceutical scientists throughout their career and at times when they are in most need (e.g. pre-registration pharmacists, Foundation pharmacists, return to practice, transitioning roles, during periods of difficulty). Ideally, Tutors will have gained recognition through RPS accredited programmes and/or organisations, such as Foundation Schools, Foundation Training Providers, or Management and Leadership development programmes
- Support others to improve their professional practice in order to benefit patient care, using knowledge and research to inform and improve science and practice
- Support workplace-based learning and assessment for pharmacists and pharmaceutical scientists across all areas of practice in GB
- Promote effective communication and professionalism personally and within their team(s)
- Lead, manage and organise service delivery within their scope of practice
- Be committed to supporting the wider profession with professional development, including CPD, the RPS Faculty and leadership
- Develop and demonstrate their own advanced practice skills, such as leadership and mentorship
- Support a culture whereby contribution to the training and development will be seen as part of all pharmacists' job plans/job descriptions, and for pharmaceutical scientists where relevant.

3.4   Advanced Pharmacy Practice competencies for Tutors

The RPS Faculty enables Tutors to identify:

i.   areas where you are in your development or career
ii.   your strengths and weaknesses
iii. gaps in your skills and knowledge

It provides a structure for your ongoing development and directs your career progression, as well as recognising your advanced stage of pharmacy practice.

Tutors are likely to be practising at an advanced stage of practice and may have, or be working towards, a Faculty post-nominal. Table 1 provides a summary of the Advanced Pharmacy Framework (APF) developmental descriptors for the education, training and development (ET&D) cluster (cluster 5), descriptors which most relate to the skills, knowledge, behaviours and experiences that Tutors demonstrate in their daily practice. Cluster 1, Expert Professional Practice, and Cluster 2, Collaborative Working Relationships will also be of particular relevance to Tutors.

Table 1: Developmental descriptors for the APF education, training and development cluster

APF Developmental Descriptor	Summary for Developmental Descriptor
Role model	You can demonstrate that you understand the benefits of role modelling, and progressively develop effective role model behaviour. Initially people within your team or service may see you as a role model, but as you develop professionally the sphere in which you become a role model to others will expand. Ultimately your insight may enable you to develop effective role model behaviour in others.
Mentorship	You can demonstrate that you understand the benefits of role modelling, and progressively develop effective role model behaviour. Initially people within your team or service may see you as a role model, but as you develop professionally the sphere in which you become a role model to others will expand. Ultimately your insight may enable you to develop effective role model behaviour in others.
Conducting education and training	You can demonstrate that you effectively contribute to the education, training and assessment of others. Initially this may involve delivering teaching, training or assessment under supervision. As you develop professionally you will increasingly be able to assess the learning needs and performance of others, and plan effective learning experiences. You may ultimately be able to design and manage programmes of learning.
Professional development	You can demonstrate that you have an active role in professional development of yourself and others. You may ultimately contribute to the professional development strategy for the pharmacy.
Links practice and education	You can demonstrate that you use your expertise and experience as a pharmacy professional effectively in the education, training and development of others; and, equally that you apply the approaches and theories of education, training and development where appropriate in your workplace.
Educational policy	You can demonstrate that you understand, interpret and apply educational policy to optimise local, and perhaps ultimately national, workforce education and development strategies.

Further details of suggested knowledge, skills, experiences and behaviours for APF competencies for Tutors can be found in the Faculty Education Training & Development Core Practice curriculum on the RPS website (www.rpharms.com/faculty).

3.4.1 An example of evidence and mapping to the APF

The following is an example of how a scenario encountered by Tutors can be used for your Faculty portfolio. Please note that the mappings are suggestions and there may be other clusters and developmental descriptors that apply; we have not mapped to stages in the APF.

Scenario

Your new tutee has asked for your support with an audit idea. They have limited experience of the process for conducting an audit and asks if you can talk them through what to do. You sit down with them to explore how you can support them and provide suggestions of resources they can use to learn more. You give them an overview of what an audit is and how to conduct an audit from your own knowledge and experience in practice. You also show them examples of audits you and your colleagues have completed to give them an idea of what they might have to produce. You support them throughout the audit, providing clarification and advice when needed, and review their summary of findings. You sit down with them once the audit has been completed and provide feedback on what they did well and what they didn't do so well. You discuss ideas of what action to take next, e.g. internal recommendations and changes to local protocils, sharing their work with the team or at a local level. You come up with plan and development areas for their next audit.

Suggested mapping to the APF

- *Expert Professional Practice (1.1, 1.2)*: You used your expert skills and knowledge of audits to teach your tutee about audits and to support them from the design through to the write up stage. You are accountable for ensuring the professional services is not adversely impacted by audit activities.
- *Collaborative Working Relationships (2.1)*: You have employed a range of communications skills, e.g. motivation, empathy, listening and influencing, in supporting your tutee with their audit, and when providing feedback on their work.
- *Leadership (3.3, 3.6)*: You worked with your tutee to create vision for the audit, so it was clear from the outset how it would benefit your organisation and patient care. You also motivated your tutee to help them achieve their goal.
- *Management (4.2)*: You managed resources to ensure your tutee had access to the necessary tools to undertake and complete the audit. You worked with your manager to ensure that the team were involved and were available to help with data collection.
- *Education, Training and Development (5.1, 5.2, 5.3)*: You demonstrated role model behaviours, mentoring techniques, and conducted training about audits to support your tutee.
- *Research and Evaluation (6.2, 6.3, 6.6)*: You used your knowledge of research principles and protocols to support your tutee in identifying gaps in the evidence base, and to develop methodology. You also supervised you tutee with throughout the audit.

4 Preparing to be a Tutor

Delivering quality learning experiences in the workplace is important for workforce development but can be a challenge in the busy work environment. Meeting that challenge requires Tutors to have a certain level of proficiency. Being a Tutor requires more than knowing and understanding educational theory and policy, but also in possessing appropriate behaviours and values and promoting a learning culture.

4.1 Assessing your own practice

Good planning and organisation will help you to be fully prepared and gain the most from the tutoring experience. It might be useful to think through what you hope to achieve as a Tutor and create a plan of how you can ensure you deliver and meet your own objectives. You could also perhaps share this with your tutee so you help each other meet your goals.

Whether you are a new or experienced tutor it is useful to review your skills and knowledge and use recognised tools and framework to identify where you are in your practice. Useful tools include:
    a. The APF
    b. The leadership development framework (LDF)
    c. RPS mentoring self-assessment checklist

You can also conduct a SWOT analysis (Strengths, Weakness, Opportunities, and Threats) of your tutoring experience. The findings from these tools will assist with your planning and development. Section 10 discusses professional development for Tutors in further detail.

There are many other tools available to support you in preparing to be a Tutor; it is outside the scope of this guidance to provide detailed information about what they all are and how to use them. We have included links to useful reading in section 13. However, please feel free to contact the Professional Support Service (support@rpharms.com) if you need any help in finding any additional resources.

4.2 Welcoming your new tutee

To ensure that you and your new tutee get off to the best start we recommend that you set up a one-to-one meeting as early as possible to introduce yourself to each other and to discuss their stage of development and specific needs.

We have provided some suggestions for points to cover at your first meeting below, please note that the list is not exhaustive and you should tailor the meeting to both your needs. Preferably this first meeting should be face-to-face, however if location is an issue, you may want to make use of technology, e.g. webinar and teleconferencing software. Regular communications by phone and email are useful but we would highly recommend that you have some face-to-face meetings to review progress and discuss any concerns; a certain number of meetings may be required for different programmes, e.g. for pre-registration training.

Box 2: Discussion points for your first meeting with a new tutee

- Determine your tutee's expectations and career goals
- Your expectations and your role as a Tutor
- Your tutee's preferred learning style
- How often you will meet
- Set and agree some ground rules
- Agree a learning contract
- Obtain contact details
- Any key dates to note, e.g. pre-registration assessments, RPS Foundation assessments, return to practice dates
- Discuss where to go for support
- Discuss the role of your organisation and its members
- Discuss the role of the RPS
- Arrange a date for your next meeting

5 The "Learning" Environment

5.1 Creating a "learning" environment

You may have the knowledge, skills and experience required to be a great Tutor. However, if resources, facilities and infrastructure are lacking locally, this can adversely affect your ability to support the development of your tutees.

Before your tutee starts, it might be useful to check that their local working environment has the necessary resources available. You may need to work with your manager and organisation to ensure that resources are in place to enable you to deliver as a tutor and that your tutor has a positive tutoring experience. Box 3 outlines some considerations for preparing your workplace.

> *Box 3: Tips for preparing your workplace*
>
> - Don't forget the basic necessities: provide an area or locker for your tutee pharmacist to store their personal effects, including any folders and paperwork
> - Provide access to any necessary resources, including SOPs, training guides, clinical references
> - Provide access to a computer that can be used for learning, preferably with access to the Internet. Check your security settings to ensure that your tutee pharmacist can visit necessary websites for their training and development
> - Review the rota and allow time for your tutee to learn and reflect wherever possible
> - Create a quiet area for you to have discussions and provide feedback
> - Ensure that there is sufficient space in areas where assessments or observations might take place

5.2 Involving the team

Professional development should be the responsibility of the whole organisation, to ensure that individuals have the time and resources to learn. A team approach also helps embed a culture of learning and support across the organisation. It provides tutees with an opportunity to learn from a range of colleagues and peers from other disciplines of healthcare or non-healthcare sectors, e.g. management. It might be useful to check priorities for development and how the wider team can support tutees, with your line manager and organisation, to ensure that these align with your expectations. If these don't quite align, you may need to negotiate for further support and come to an agreement of what level of support can be offered to your tutee(s).

We understand that roles and responsibilities need to be flexible to the needs of the organisation and business; how tutors and tutees work with the wider team is a local decision. We also acknowledge that in certain organisation, one pharmacist can perform many different roles, e.g. in a small community pharmacy, a pre-registration or Foundation Tutor may also be the pharmacist's line manager, which can be beneficial for some tutees.

To facilitate a learning environment, it might be useful explain support available from colleagues in your organisation with your tutee when you first meet and perhaps arrange a buddy or mentor in the workplace who can help them with workplace questions or issues.

5.3   Creating an environment suitable for workplace-based learning

Workplace-based learning is the process of gaining knowledge, skills, experience and behaviours from practice. Workplace-based learning and assessment are essential components of quality training, and it is important to ensure that your organisation inspires and encourages a culture of professional learning and development.

We have heard that many struggle with the concept of learning in the workplace and some pharmacists still associate learning with sitting in a quiet area and reading a book or using the internet (from the traditional educational model acquired through undergraduate studies).

Encouraging and promoting professional development in the workplace ensures that knowledge and skills can be applied to practice and real-life situations. In addition, learning in the workplace environment is more practical and sustainable, because it is not always convenient to make time to attend courses and assessment days outside work. It is also more cost effective for employers.

6 Providing Support

Now that you are your tutee have got to know each other, and your tutee is settling into their role and the training or development programme, it is useful to plan and think about the tutoring period together. We are currently developing a suite of tools to support you, so please keep visiting the RPS website for the latest information.

The support you may be required to provide will vary from tutee to tutee and will need to be adapted according to their needs and the requirements of the training or development programme. For some Tutors there may be a need to conduct specific reviews at set stages to confirm the tutee has completed key assessments and is meeting the expectations for that stage of practice, e.g. for pre-registration pharmacists and those completing the Foundation Programme. It is important that you make time to maintain regular contact with your tutee to ensure that they are on track, to ensure that they are prepared for reviews and assessments, to discuss any concerns and also to help identify what other support and resources might be required for their development. Agree a schedule for key milestones, meetings and dates for reviews, as early as possible so that all those involved know what to expect.

For pre-registration Tutors, you must spend a certain amount of time working with your tutee, however for other programmes the arrangement is more flexible. For the Foundation programme, it is be valuable to work in the same ward, area, department, branch or office as your tutee, but we recognise that this may not be possible due to the working environment and organisational structure.

6.1   Tips for Tutors

Below are some additional top tips from experienced Tutors that may help to get you on your way. We would like your help with these tips, please email any suggestions to the Professional Support service (support@rpharms.com).

> *Box 4: Tips from Tutors*
>
> - Choose an appropriate setting for face-to-face meetings, some individuals prefer a casual setting, but others will prefer a meeting space at work
> - Clarify the differences between the role of a Tutor and a line manager (if this applies)
> - Seek support from fellow Tutors through the RPS Tutor network
> - Consider training on topics such as 'how to give feedback' and 'workplace-based learning'
> - Read up on topics such as 'how to identify different learning styles'
> - Be aware of GPhC standards such as guidance around confidentiality
> - Make time to develop your own practice

7 Assessments

7.1 What is an assessment and why is it important?

An assessment is a measure of learning that can be used in many different ways. It can give a measure of the level of performance, an indication of the effectiveness of the teaching situation and an indication of the appropriateness of the content presented. Without regular assessment (including self-assessment) it is difficult to identify areas for improvement in a pharmacist's or pharmaceutical scientist's practice. As practitioners progress and become increasingly self-reliant, peer assessment and self-assessment are more commonly used to identify learning needs.

7.2 Formative and Summative assessments

Assessments may be either formative or summative.

Formative assessments can be used to:
* Check developmental progress
* Provide information to help tutees and Tutors identify next steps, and consider further learning opportunities.

Formative assessments are not often "graded", however where they are, this specific grade is not important, i.e. it does not contribute to a pass or fail result. Grades are usually development only, and in some cases grades may distract from the outcomes identified. Examples include case based discussions, self-assessment tools, and consultation skills assessments. Many of these tools are used in the Foundation Programme; more details can be found on the Foundation area of the RPS website (www.rpharms.com/development/foundation).

Summative assessments can be used to:
* Demonstrate and measure the attainment of knowledge, or skills or learning
* Provide an indication of a pass or fail or idea of further development needed
* Evaluate learning at the end of a module or course to allow comparison against a standard or benchmark.

Summative assessments are used to quantify the outcome of the learning experience and are always associated with a specific grade or result. Examples include multiple-choice questions, objective structured clinical examination, an essay with a final mark, written assignment, final year examination or the pharmacy pre-registration assessment.

An example of a typical life experience to help illustrate the difference between the two types of assessment is provided in Box 5 below.

Summative assessments are often used in undergraduate programmes and during pre-registration training to provide reassurance that a standard in learning has been meet. Formative assessments are increasingly being used, and are recognised as beneficial tools, in particular, for ongoing professional development. It should be noted that merely undertaking an assessment does not automatically confer an improvement in practice. Assessments can facilitate the identification of learning needs but your tutee then needs to address these in order for their practice to improve.

As a Tutor it is useful to have an understanding of the different types of assessments as it may be relevant to certain tutees, for example those working through the Foundation Programme. Each type of assessment will "test" certain skills or knowledge, and can be used to identify areas of good practice and areas for further development. You may be involved in completing an assessment with your tutee or be required to provide training to others, such as pharmacist colleagues on how to use an assessment effectively. Guidance how to use these assessments in practice can be found on the RPS website.

7.3   Workplace-based assessments

Workplace-based assessments facilitate work-based learning; they have been developed and adapted from tools that have been used for many years in medicine and in hospital pharmacy. Workplace-based assessments enable pharmacists to demonstrate and gather evidence of practice, e.g. a clinical skill or a patient encounter. These may not be relevant for every tutee, but it is a core component of the Foundation pharmacist programme and further information can be found in the Foundation Supplement. Workplace-based assessments may be also be of relevance to pre-registration trainees as the registration assessment is now more patient focused and contains practice scenarios.

8 The Importance of Feedback

8.1 What is feedback?

Feedback is the mechanism used to inform learners about their progress. It is essential to find appropriate ways of expressing findings to your tutee.

Informal feedback is usually provided spontaneously, in day-to-day practice. It's often unstructured and not planned. It is quick and may not always provide the opportunity for the recipient to discuss details further, or ask questions, but can be useful in a trusted relationship

Formal feedback is usually planned in advance, and follows some kind of structure. This may happen at a progress review. It may also prompt further discussion with the recipient of feedback.

It is important to use both forms of feedback when tutoring, as relying on one particular method may not be sufficient for every situation. You may also be required to adapt your feedback approach to your tutee's needs.

8.2 Why give feedback?

Feedback enables tutees to learn from their experiences, and provides an opportunity to negotiate a shared learning agenda. Giving appropriate and developmental feedback is a key role of being a Tutor. We have heard from pharmacy workplace Tutors that assessments and feedback are the most difficult aspects of workplace education to manage. Making assessments fair, together with giving developmental feedback is often seen as challenging. From the tutee's perspective, they want to succeed and have brilliant feedback all the time. However, your role as a Tutor requires you to communicate difficult as well as encouraging messages to help develop your tutee.

It is essential that you make time to provide feedback at regular points during your tutoring period and not just wait for review meetings. This helps you manage expectations but also if there is an issue for concern, e.g. if your tutee is struggling, it will not come as a shock if you have inform them that their performance is below expectations.

The GROW model (see figure below) that is often used in mentoring and coaching scenarios, but may be adapted and used when preparing to give feedback, and will help you and your tutee think through next steps.
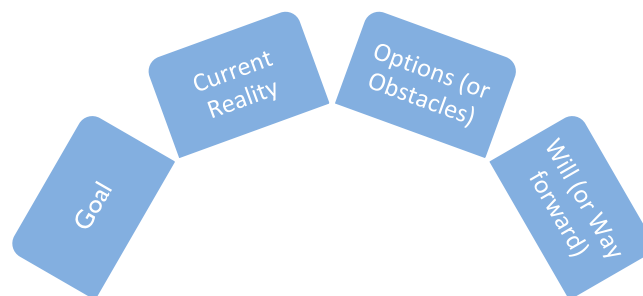

Goal | Current Reality | Options (or Obstacles) | Will (or Way forward)

Figure 2: GROW Model

Further information about the GROW model and other mentoring resources can be found in the mentoring handbook and the mentoring programme webpages (www.rpharms.com/development/mentoring.asp).

8.3 Feedback techniques

There is no one correct process or format for providing feedback, and in many cases, you may find you have to tailor your style to suit the tutee. The aim of feedback is to be constructive, providing praise when a tutee has done well and to highlight where an individual has not performed as expected. It is easy to give positive feedback, far harder to provide developmental feedback that explores how to improve performance without demoralising or disengaging the tutee. Taking a developmental feedback approach where the tutee is asked to self-assess their performance is often more helpful in allowing the tutee to reach their own realisation rather than being told a negative point; it is a good self-development exercise.

If you are not familiar with providing feedback you might want to practice with a colleague first, and ask them to provide you with comments on the experience. This is particular useful where you might be required to deliver a difficult message or broach more sensitive issues. We have collated together some tips for giving feedback in box 6.

Box 6: Tips for giving feedback

- Find an appropriate time and setting to give feedback
- Plan the conversation in advance where possible and how you might approach, especially where the feedback might be negative
- Use assessment tools as a structure for your discussions
- Base it on specific examples and evidence
- Be aware of your tutee's emotions and sensitivities
- Invite discussion from your tutee
- Be open and honest
- Reinforce positive performance
- Address any concerns straight away
- Seek support from your managers where necessary
- Acknowledge that your feedback is all about development
- Ask for feedback on your technique

What to avoid

- Penalising your tutee for not knowing or getting it wrong
- Being overly critical
- Being too kind, especially if it's not warranted
- Generalising and being vague
- Getting too personal, e.g. commenting on characteristics

There are a number of models and mnemonics for giving feedback, once such example is BOOST.

Balanced	• Should contain both positive and negative points
Observed	• Should be based on what you have seen
Objective (or Owned)	• Should be based on facts
Specific	• Should relate to specific examples
Timely	• Should be given as close to the event as possible

Links to further information and reading material can be found in the useful resources section.

NHS Education Scotland (NES) also offers some tips for feedback after conducting an observation

Box 7: Tips for feedback after observations

- Give feedback as soon as possible after the observation
- Ask the tutee to reflect on their own performance first and to be positive
- Ensure feedback covers positive aspects and areas for improvement
- Be descriptive rather than evaluative
- Focus on a few elements
- Refer to behaviours that can be changed, not personality traits
- Encourage the tutee to suggest and practice alternative approaches

8.4   Learning points

As well focusing on your tutee, you can also use the experience as an opportunity to develop.

Box 8: Points for self-development

- Ask for feedback on your technique
- Reflect on the experience, what can you learn or do better
- Consider what's worked (and what hasn't) for you in the past
- If you have identified development points, create a plan of how you can improve on these areas
- Seek support from a mentor – you can find a mentor on the RPS mentoring database
- Seek support from a peer – you can link up with fellow tutors on the RPS tutor network

9 Supporting Tutees in Difficulty

In your role as a Tutor you may identify pre-registration trainees, or pharmacists who may be experiencing difficulties in the workplace, or who may not be progressing at the same pace as other pharmacists.

9.1   Why might a tutee be in difficulty?

There are a number of reasons why a tutee may be having difficulty and, in some cases, there may be a combination of factors. Some of the more common issue are detailed below.

Performance issues

- Underperformance due to lack of skill, knowledge or ability
- Inappropriate performance
- Failure to perform daily work tasks
- Failure to progress despite provision of support
- Failure to complete required quantity of assessments, e.g. pre-registration, Foundation
- Unacceptable attitudes towards patients and colleagues
- Failure to be able to communicate effectively

Employment issues

- Non or poor attendance
- Lateness
- Lack of engagement

Personal circumstances

- Family and/or relationship issues
- Financial worries
- Bereavement

Health and wellbeing issues

- Stress or anxiety
- Illness
- Addictions
- Poor work-life balance
- Identifying tutees in difficulty

It is not always easy to identify tutees who are in difficulty, especially if you have not had sufficient time to get to know them or fully understand how they work. Care should be taken to not misinterpret personal behaviours with signs of struggle.

Some signs to be aware of include:

- Lack of interest in feedback
- Lack of participation in assessments

- No concern in professional development
- Change in behaviour.

This list is not exhaustive, and there may be signs that are not obvious. If you suspect there are issues, you may want to have an initial meeting to talk through your observations and express your concerns, and explore how you can address these issues.

9.1.1 Underperformance

Underperformance is often a challenging topic to manage; we have summarises points to consider with underperformance in Box 9.

Box 9: Things to consider with underperformance

Knowledge, skills and behaviour
- Is there a difficulty with clinical knowledge and skills?
- Is a lack of education, supervision or continuing professional education contributing to the problem?
- Was the tutee's induction appropriate or sufficient?
- Does the tutee have difficulty understanding the limits of their competence?
- Is the problem predominantly one of the tutee's behaviour or attitude?
- Is this new behaviour or is it an exacerbation of long-standing problems?

Health and other factors
- Does the tutee have a physical or mental illness?
- Is the tutee depressed or suffering other mental illness?
- Might alcohol or substance misuse be involved?
- Has there been a recent major life event?

The role
- Have work factors changed?
- Is there a problem with technological advances or techniques?

The work environment
- Are there team difficulties?
- Have there been major organisational changes?
- Could issues relating to equality and diversity be a problem?
- Could bullying or harassment be a problem?
- Are there any systems issues that contributed to the performance difficulty?

9.2 The Tutor's role

It is important that you encourage and support your tutee to produce an action plan to address the relevant areas for development. When developing an action plan consider:

- The objectives they are expected to achieve; these should be SMART (Specific, Measurable, Achievable, Relevant and Timebound)
- The competencies and behaviours of their role
- Their personal development
- Patient safety, for those in a patient-facing role.

Once you have both recognised and taken time to understand the reasons why your tutee is in difficulty, you can take positives steps to help them get back on track. The approach will depend very much on the circumstances, and whatever action you plan to take you should get agreement from both sides and ensure everything is documented with key milestones for progress.

Some suggestions of support include:
- Set clear objectives and competencies that are agreed by both you and your tutee
- Increase meetings and reviews to give you an opportunity to discuss issues and progress
- Find a colleague who can mentor them
- Signposting/access to training on clinical, personal or organisational skills
- Referral to occupational health/Pharmacist Support with onward referral and follow up of any health problems (see 9.3)
- Supervised practice
- Behavioural coaching
- Modification of duties
- Buddy them with another pharmacist in a nearby location
- Signpost them to the RPS (see 9.3)

For some guidance on dealing with specific performance issues, see the case studies in section 12.

9.3 Additional support for tutees

Tutees can seek support from a number of organisations if they are in difficulty. It is recommended that you signpost them to the RPS Professional Support service (support@rpharms.com) in the first instance, as we can listen to their concerns and tailor our support to the circumstances. For example, if it is a lack of knowledge, we can recommend resources that they can read/use to increase their understanding of a particular topic. The service we provide is confidential and is not disclosed to any other organisations, unless it is a serious patient safety matter.

Pharmacists Support (www.pharmacistsupport.org/) assists those who find themselves confronted by difficult circumstances. Help can include financial assistance in cases of hardship and help managing finances, support for those experiencing stress, including Listening Friends – a listening ear for individuals experiencing stress in any aspect of their life, e-therapy programmes on stress, anxiety, depression and body image, specialist advice in debt, benefits and employment , and help with dependency issues.

9.4   How to escalate issues

If an issue with a tutee fails to resolve, we recommend that you contact the RPS for advice, as there may be support that we can offer you as a Tutor and your tutee. We can also provide a listening ear, if you want to simply check facts, or seek a second opinion.

If informal action does not bring about improved performance or the tutee's performance is felt to be too serious, you may need to instigate disciplinary procedures. We would recommend that you seek advice from your line manager, your Human Resources department, or an organisation that can provide expert advice such as ACAS, if you feel that formal action is required. Pharmacist Support also offers specialist employment advice. It is important to seek advice as soon as possible and before you take any further action as a Tutor.

9.5   Fitness to practise

On the very rare occasion you may identify a situation that causes great concern, a fitness to practise issue. As a pharmacist you also have duty of care to notify the relevant organisations of such concerns. You should follow local procedures for escalating any fitness to practise issues, which may involve senior managers, and regulators. In some cases the individual may be required to take a break from work, but in other cases they can continue to work pending investigation.

You will be required to consider whether your tutee is able to continue with employment or whether it would be in their interest to stop for a certain period. This should be discussed with the tutee and a mutual decision reached. Also, consider employment law and your organisations procedures and policies.

9.5.1 Declaration of fitness to practise

The GPhC requires registrants to provide reassurance that they are fit to practise on an annual basis, and to report any changes to this declaration. It is the responsibility of the concerned individual to inform GPhC of changes, and as a Tutor you can support by assisting relevant individuals through this process.

9.6   Patient safety issues and whistleblowing

Although whistleblowing is outside the scope of this guidance, it is useful to take some time to understand the principles so that you can identify when an issue may fall into this category.

Whistleblowing is being able to disclose information safely to an employer or where appropriate a regulator, police or the media about malpractice, wrongdoing or safety. Whistleblowing issues have a component of others being affected, (e.g. customers, members of the public, or their employer) and the person blowing the whistle may not be directly, personally affected by the malpractice or wrongdoing.

To find out more about whistleblowing see the RPS quick reference guides Raising concerns whistleblowing and speaking up safely in pharmacy and 8 core principles for community pharmacy whistleblowing policies and procedures.

10 Professional Development For Tutors

10.1 Developing your educational practice

As an educator in the workplace, you spend valuable time developing your tutees. However, it is essential to also focus on your own professional development to ensure that you are always up-to-date, but also to enable you be the best you can be.

There are a number of different ways in which you can develop your tutoring skills and knowledge including:
* Attending training courses (some examples are listed in the resources section, with more specific courses included within the supplements)
* Attending events and conferences
* Undertaking CPD
* Participating in small group learning
* Getting observed feedback from peers
* Obtaining feedback from your tutees
* Using recognised competency and developmental frameworks, e.g. APF, LDF.

10.2 Leadership development

Leadership is a key part of the work of all pharmacists and pharmaceutical scientists, regardless of their professional sector, geographical location or experience. In short, leadership is for everyone, wherever they are. Developing leadership behaviours, is an integral element of pharmacists' training and learning in order to contribute to the effective running and future direction of the organisation within which they work and, ultimately, to enhance patient care and outcomes.

The leadership cluster of the APF is linked to being a role model, which has already been identified as being a core role of Tutors.

The RPS encourages all pharmacists and pharmaceutical scientists to develop their leadership behaviours, for their own personal development and for the benefit of patients, the public and the profession.

10.2.1 The Leadership Development Framework

The RPS Leadership Development Framework (LDF) (www.rpharms.com/support-pdfs/rps---leadership-development-framework-january-2015.pdf) outlines the behaviours of effective, engaging leadership – the behaviours that enable pharmacists and pharmaceutical scientists to make a real difference to care and outcomes. It represents the standard for leadership behaviours that all pharmacists and pharmaceutical scientists should aspire to, whatever stage of their career. The LDF and handbook have been developed that encapsulates the concept of an engaged, collective leadership approach.

The framework is based on the NHS Leadership Academy's Healthcare Leadership Model. Although created for an English NHS environment, this is based on extensive research from around the globe on effective leadership within healthcare and non-healthcare environments. Is inclusive, engaging approach promotes leadership for everyone in an organisation, which means this Framework is relevant for

pharmacists and pharmaceutical scientists across all countries in Great Britain, regardless of pharmacy sector, level or experience. In short, the LDF provides all pharmacists and pharmaceutical scientists with a consistent, uniform approach to developing leadership behaviours.

Within the various developmental routes for each profession there are nine common leadership domains:
- Inspiring shared purpose
- Leading with care
- Evaluating information
- Connecting our service
- Sharing the vision
- Engaging the team
- Holding to account
- Developing capability
- Influencing for results,

While all nine domains are important in improving leadership, competence and ability in each can vary and strengths can be assessed using a four-level scale: Essential; Proficient; Strong; and Exemplary. This is in line with the RPS' four stages of post-registration professional development: Foundation, Advanced Stage 1, Advanced Stage II and Mastery.

Although the complexity of the behaviours increases when moving through the four levels, it should be noted that the LDF is a non-hierarchical approach to leadership, independent of discipline, role, function or seniority.

As with many other developmental frameworks, the LDF can be used to identify areas of good practice and areas for development.

10.3 The role of the RPS

Support is also available from the RPS, we are here to support both you and your tutee. We are available as the first port of call for any enquiries relating to tutoring and professional development. We have access to experts in the professional through our various networks and advisory groups, and can link you up for further support where appropriate.

We are continually developing resources and tools to provide the support you need and are always looking for feedback and ideas for future resources. Visit the Tutors webpage (www.rpharms.com.development/tutors.asp) for the latest updates and news for tutors.

We are also the stewards of accredited training providers, training and education, and events. We accredit Higher Education Institutes and organisations that provide training and support, and deliver pre-registration or Foundation training, and training for tutors. These courses and programmes might be useful to you if you are looking to develop your tutoring skills and knowledge further, or refresh your understanding in this area. For more information about our accreditation services please visit the accreditation section of the RPS website (www.rpharms.com/development/accreditation-and-endorsement.asp).

11 Mentorship for Tutors

11.1 Being a mentor

A mentoring relationship is one that is enabling and cultivating; a relationship that assists in empowering an individual with the working environment.

As a Tutor you will be exerting and utilising many of the skills and principles also used by mentors and thus may be interested in exploring mentorship further. Mentorship also forms part of the leadership behaviours within the APF, and can be used in less formal environments. Table 2 summarises the similarities and difference between tutoring, mentoring and coaching.

Table 2: The principles of tutoring, mentoring and coaching

Principles of being a Tutor	Principles of being a Mentor	Principles of being a Coach
Relationship usually of a fixed duration	Ongoing relationship	Relationship usually of a fixed duration
Formal, often timetabled sessions	Informal relationships when mentee needs advice, guidance or support	Structured, regular meetings
Tutor knowledgeable about subject area and able to pass on skills and knowledge	Mentor usually more experience or qualified than mentee in same profession and can pass on experience or knowledge	Coach does not need direct experience of coachee's role and does not advise
Focus on learning specific skills and knowledge	Focus on career and personal development of mentee	Focus on specific development issues identified by coachee
Tutor 'puts in'	Mentor 'puts in'	Coach 'draws out'

11.2 RPS mentor database

The RPS has an online mentor database consisting of volunteer members from a range of pharmacy backgrounds and professional experience. We have mentors from every sector of practice ranging from pre-registration through to advanced levels of practice, as well as those who have retired from active service. You can register on our mentor database (if you haven't done so already) and make yourself available to fellow Tutors and mentees who seek this support.

11.2.1 RPS mentorship network

You can also access to join the RPS online mentor support network where you are able to introduce yourself and exchange ideas with other mentors, access up to date resources and developments and promote best mentorship practice.

12 Case Studies

This section contains tutoring case studies that you may come across as a Tutor, and includes suggestions of how you may manage the situation. Please note that these are just ideas and you may need to take a different approach for each tutee.

Case study 1: Tutee lacks communication skills

Situation

Your tutee has repeatedly failed to reach satisfactory levels of communication, even though you had already flagged this up at their annual performance review three months ago. You have put in place an action plan to try and address this but you are concerned about their ability to communicate effectively, especially as they lack confidence, particularly when providing advice to patients.

Suggested approach

Good communication skills are essential to being a pharmacist, whether we are talking to colleagues, other healthcare professionals, or patients.

If you have concerns with your tutee, first ensure that you are honest with them. Arrange an informal meeting to discuss your concerns. The feedback should come as no surprise as you have previously raised this issue, however if this is a recent concern you may want to approach the meeting with some degree of sensitivity. There is no right or wrong way of approaching such a delicate subject and each tutor would approach it slightly differently, however the following tips might be useful:

- Using your coaching and mentoring skills, highlight the issues you have identified and explore options for resolving these, such as training courses
- Find out what might be causing lack of confidence and poor communication. Give your trainee an opportunity to respond to your concern
- Draw up an action plan to help your tutee improve their communication skills, within a specified deadline
- Review this action plan regularly
- Inform them of next steps, e.g. failure to progress.
- Some tips that may help with improving communication and confidence may include:
- Shadowing other members of the team who are experienced communicators, including pharmacy technicians as well as pharmacists, when they are talking to patients
- Practising communication skills through role play
- Discuss how to approach difficult situations with patients, e.g. an angry patient, a distressed patient, a patient with communication problems
- Observe your tutee in various situations and provide rapid feedback on their communication.

Case study 2: Tutee would like advice on barriers to development

Situation

Your tutee is doing well and is proving highly competent in their role, however they are registered as partially sighted and they are concerned that this will be a barrier to further progression.

Suggested approach

This scenario may be new to you and you might be apprehensive about offering advice if you've never had to assist a tutee with additional needs. However it seems here that your tutee is already progressing well and may just need some reassurance and support in finding a direction.

It is useful to sit down and have a discussion about their career goals and expectations. If you feel that there may be issues it would be a good idea to talk through these at this point. Find out together how an individual in their situation may be able to overcome barriers. How do they deal with new situations and difficulties currently? Some of the methods they use now would possibly not be very different to how they might work in a more extended role. It may be encouraging for them to hear about how well they've done so far.

It is advisable that they are honest with you so that you are aware of any reasonable adjustments you both may need to make. This will ensure that practical issues are addressed early. Technological advances mean that many of the barriers faced by those who are partially sighted can now be overcome (e.g. larger monitors, enhancing the size of text on screen, phone apps that can enhance the size of text and images). The Royal National Institute for the Blind also offer an assessment service to enable employees to work in an inclusive working environment (www.rnib.org.uk). There may be funding available for support through the Government's Access to Work scheme

You can find out more about how to support those with disabilities from dedicated support groups by contacting your HR department or Pharmacist Support or your trade association.

Case study 3: Tutee has personal issues

Situation

Your tutee is experiencing personal problems at home and this is beginning to affect their concentration and work performance. They are getting tearful and are making basic mistakes.

Suggested approach

As a tutor you will be concerned about your tutee's wellbeing and wish to ensure that work is not contributing to their stresses. However, you also need to be cognisant that their drop in performance does not compromise patient safety.

We would advise that you sit down with your tutee to determine if there is any support you can provide and explore why such a situation has arisen and ways forward. (This may involve accessing support from other relevant sources).

They may need someone to just listen to them, someone they can off-load to but it's your responsibility to ensure that their performance is maintained. You could suggest your tutee contacts Listening Friends, Pharmacist's Support's stress helpline, to speak to a pharmacist in confidence. They provide a listening ear for individuals experiencing stress in any aspect of their life (http://www.pharmacistsupport.org/).

You may wish to review their current workload and make adjustments so they have some time to deal with their personal issues first. It might be useful for your tutee to take a break from work, e.g. annual leave, sickness, unpaid leave, but you need to be mindful of the impact this may have on the wider team. If you have access to HR support or via your trade association or Pharmacist Support or through the Citizens Advice Bureau you will be able to seek advice on the most appropriate type of leave in this situation.

Have regular meetings just to find out how your tutee is doing and whether they need additional support from you or your organisation.

Case study 4: Tutee has stress issues

Situation

Your tutee is keen to develop their skills and has recently been given new responsibilities, including the line management of some junior members of the team. They have a number of deadlines to meet and you notice they are starting to fall behind with their workload. In addition, you notice that they are more irritable and emotional than normal and you are concerned that they are finding their role too stressful.

Suggested approach

We can all experience a high workload from time to time that can result in panic, stress and worry. It is important to have a conversation with your tutee as early as possible to identify their concerns and, just as importantly, to enable them to feel supported in their new role.

First of all, identify the main cause of their stress. As a guide, the Health and Safety Executive has grouped stress into six areas, so you can provide some solutions for each of these:

- The demands made on employees - ensure your tutee understands what they have to do and how to do it
- The level of control employees have over their work - consult your tutee about decisions and encourage them to have responsibility for outcomes
- The support they receive – talk about the issues that cause them stress, consider if there is training that may help, e.g. line management training
- The clarity of their role within an organisation – ensure they are aware of their role and responsibilities and how this feeds into a larger shared vision for the organisation
- The nature of relationships at work – uncover if there are issues with other members of staff and act to resolve any conflict or grievances
- The way that change at work is managed – consult tutees in advance about future changes and obtain their engagement in working together to aid the transition.
- If the volume of workload is the issue, work with your tutee to review their responsibilities and consider if some of these can be shared among the wider team as a short-term measure, or if there is additional resource available to help or extension to deadlines.
- Some other tips to help your tutee manage their tasks include:
- Creating a to-do list that prioritises the importance milestones
- Break larger projects into smaller tasks to make it more manageable and consider delegating some of these to other team members
- Use a diary or calendar with alerts to record deadlines and plan work/meetings
- Delegate some work to other members of the team
- Finding the ability to say 'no' to requests.
- If this continues to be an issue with your tutee it may be worth considering time management and line management training. In addition, Pharmacist Support provides guidance and offers workshops and webinars to help pharmacists recognise the signs and symptoms of stress and deal with everyday pressures (www.pharmacistsupport.org). They also provide the Listening Friend's helpline.

Case study 5: Tutee has possible issues around the consumption of alcohol

Situation

You suspect your tutee has some problems with alcohol. There have been instances where there has been repeated excessive drinking after work, after which they have called in sick the next day and you've noticed a dip in their usual working standards.

Suggested approach

This can be an extremely difficult subject to raise with your tutee. It's important to recognise that alcoholism is an illness that is to be treated the same as any other illness, so there is a need to be supportive and flexible.

ACAS advises that before you broach the subject keep accurate, confidential records of poor performance or other problems, such as absences or misconduct at work. These may not be due to alcohol abuse so arrange to have an informal meeting with your tutee where you can establish the reasons for these issues. You can ask if there are any health problems that you should be aware of or if there are under any particular stresses. If your organisation has an alcohol or absenteeism policy it may be worthwhile raising this.

Your tutee may not consider they have a problem and, provided it does not breach absenteeism policies and is not impairing performance or jeopardising patient safety, then it should be treated the same as other performance issues and an action plan put in place (see Section 9.2).

If your tutee acknowledges that they have an alcohol problem or their performance impacts on patient safety then you can consider a number of available options:
- Seeking expert help, for example through Pharmacist Support's Health support Programme
- Potential disciplinary; in many cases disciplinary procedures are put on hold while the tutee undertakes alcohol counselling
- There may be paid sick leave for treatment
- The consideration of the tutee's right to return to the same job after effective treatment, although you may also choose to have some caveats regarding role and responsibilities, such as a phased return, or less stressful work duties.

Case study 6: Tutee is in conflict with another team member

Situation

You have recently noticed that your tutee is not happy. You sit him down to discuss this further, and he reveals that he and the pharmacy technician do not get along and have not been working well together. He tells you that he has tried to resolve their differences but this has made the situation worse and now they just try to keep out of each other's way.

Suggested approach

It is not always possible to get along with all our colleagues, however when there are personal differences we should try our very best to be professional and work together to ensure that other colleagues and patients are not affected. When these situations arise it should be tackled openly and supportively as ignoring the issues may make it worse. Every Tutor will have a different approach and this might depend on the complexities of the scenario presented to them.

Some Tutors may prefer not to be the mediator between the two parties and would prefer to support their tutee to resolve the issue themselves rather getting involved.

While the tutee has said he has tried to resolve the issue he may not have had support to do so and may not have taken the right approach. ACAS guidance on managing conflict is stage-based.

Have separate informal chats with the tutee and the technician. This will give you the opportunity to find out the facts, understand the causes and explore solutions. Often allowing both parties the opportunity to share their feelings and concerns can help make a difference

Investigate informally. It may be that there are issues raised that require further examination, such as the tutee failing to complete specific tasks that impact on the rest of the team.

Suggest a meeting between the three of you where you can talk through the concerns together. It might be an idea to prepare in advance for such a meeting so you are clear on the possible outcomes and actions that you might need to take, e.g. issues are completely resolved, issues are partly resolved and both parties will continue to work together to resolve, issues are not resolved but both parties can work together, issues are not resolved and both parties cannot work together. You might find the following tips useful:

- Refer to the conflict as being a mutual problem
- Give both parties the opportunity to discuss their differences
- Focus on interests not positions and personalities
- Play back the conflict to both parties in a different way, to shed new light on the issue
- Find commonalities between the interests of both parties and that of the wider team
- Talk through solutions together
- Together decide on the best solution and how this can be implemented.

You may also want to keep a close eye on the situation to ensure that it does not deteriorate. Providing ongoing mentoring for your tutee is an ideal way to monitor this situation.

In cases where both colleagues cannot work together, you may need to consider other solutions, such as working with a mediator or limiting the contact between the two parties. We would also recommend that you seek advice from your own manager and HR team or through tour trade association about how to handle grievances and internal complaints. ACAS also has some useful guidance.

13 Resources for Tutors

As a member you can contact the Professional Support service regarding any aspect of tutoring.

Email: Support@rpharms.com
Web form at: www.rpharms.com
Twitter: @RPSsupport

RPS resources

- Professional resources A-Z
- Medicines, Ethics and Practice
- The Pharmaceutical Journal
- RPS Faculty
- RPS Foundation Programme
- Mentoring resources and database
- Leadership Development Framework

Networks
- Tutor network
- Early careers network
- Mentorship network

Pre-registration resources
- Performance standards evidence record template
- Research support
- CPD support
- Webinars on pharmacy practice
- Local Practice Forum where you can meet your more experienced colleagues and get involved with local issues

We would advise that when thinking about resources, Contact your local Higher Education Institution, LPF or other providers of education and training to see if there are any face-to-face training opportunities available.

Additional reading and resources

We have identified a number resources to support you with certain aspects of your role as a tutor. We will continue to add to this list so please check the website for the latest updates.

Please note that the links provided are correct at the time of publication (November 2015), and may have moved. Please contact the RPS Library if you cannot access certain articles on the recommended reading lists, and we will do our best to help you locate them.

The learning environment: suggested resources

Recommended reading

- Biggs J B (1989), Approaches to the enhancement of tertiary teaching, Higher Education Research and Development, 8(1). 7-25
- CPPE 'Management and Leadership theme' and 'Personal Development theme': available www.cppe.ac.uk
- Epstein R, Hundert E. (2002) Defining and Assessing Professional Competence. JAMA 287(2): 226-235
- Jones S C, Safdar A, Jubraj B. (2010) Educational Infrastructure: teach a man to fish and you feed him for life. The Pharmaceutical Journal 284:45
- Jubraj B. (2009) Developing a culture of self-directed workplace learning in pharmacy. The Pharmaceutical Journal 283:47–8
- Jubraj B, Karemo K, Pullinger W, Safdar A, Hatton K. (2009) Make the most of the time you spend tutoring diploma students. Clinical Pharmacist; 1:141-143
- Jubraj B, Innes A, Kavanagh R. (2011) Dispel the myths and see the benefits of workplace-based assessments. The Pharmaceutical Journal 287: 467
- Lunenberg M, Korlhagen F, Swennen A. (2007) The teacher educator as a role model. Teaching and Teacher Education 23:586-601
- Kaufman D M (2003) Applying educational theory in practice. BMJ 326:213-216
- May G D & Kruger M (1988) The Manager Within Personnel Journal 57-65
- Rughani A. (2008) Workplace-based assessment and the art of performance, British Journal of General Practice 58(553): 582–584
- Spencer (2003) Learning and teaching in the clinical environment. BMJ 326:591-594
- Wilkinson JR, Crossley J, Wragg H, Mills P, Cowan G, Wade W. (2008) Implementing workplace-based assessment across the medical specialties in the United Kingdom, Medical Education 42: 364–373

Useful resources

- Motivating others: http://www.businessballs.com/herzberg.htm
- Developing experiential learning available: http://www.businessballs.com/experiential_learning.htm
- Developing well-being in the workplace available: http://www.businessballs.com/workplace-wellbeing.htm
- The London Deanery Website has a series of webpages dedicated to introducing the various aspects of WBL and WPBA, relevant links are:
- http://www.faculty.londondeanery.ac.uk/e-learning/facilitating-learning-in-the-workplace
- http://www.faculty.londondeanery.ac.uk/e-learning/workplace-based-assessment
- http://www.etft.co.uk/ (Certification possible)
- http://www.jpbsoutheast.org/about-the-diploma/
- CPPE e-learning Helping others learn - This learning programme explore different ways that adults learn. The learner is encourage to identify their own learning preferences and compares those to the styles that others that they are helping might learn. There is an option for the learner to complete a reflective essay.

Feedback: suggested resources

Recommended reading

- Archer. JC. (2010) State of the science in health professional education: effective feedback, Medical Education 44: 101–108
- Brown S (2005) Assessment for Learning. Learning and Teaching in Higher Education. 1:81-89
- Chowdhury RR, Kalu G. (2004) Learning to give feedback in medical education, The Obstetrician & Gynaecologist 6:243–247
- CPPE 'Management and Leadership theme' and 'Personal Development theme': available www.cppe.ac.uk
- Patel J, Archer J, Bates I.P, Davies J.G. (2010) Give juniors mini-PATs on the back. Clinical Pharmacist 2: 63
- Whitmore J (2009) Coaching for Performance (4th edition) Nicholas Brealey, London

Useful resources

The London Deanery Website has a series of webpages dedicated to introducing the various aspects of WBL and WPBA, relevant links are: http://www.faculty.londondeanery.ac.uk/e-learning/feedback

Giving and receiving feedback available:
https://www.learning.ox.ac.uk/media/global/wwwadminoxacuk/localsites/oxfordlearninginstitute/documents/overview/rsv/Guidelines_for_giving_and_receiving_feedback.pdf
and
https://www.ucl.ac.uk/medicalschool/teaching-portal/teaching-skills/teaching-resources/giving-feedback

Professional development: suggested resources

Recommended reading

- Bell, A. Mladenovic, R. Seagra, R. (2010) Supporting the reflective practice of tutors: what do tutors reflect on? Teaching in Higher Education 15 (1) pp. 57-70
- Byrnea J, Brown H, Challen D. (2010) Peer development as an alternative to peer observation: a tool to enhance professional development. International Journal for Academic Development, 15: 3, 215 — 228
- Carter S (2011) Facilitating Learning in Healthcare. Pharmaceutical Press
- CPPE 'Management and Leadership theme' and 'Personal Development theme': available www.cppe.ac.uk
- Day C (1993) Reflection: a necessary but not sufficient condition for professional development. British Educational Research Journal 19:1,83-93
- GPhC (2014) Guidance on tutoring for pharmacists and pharmacy technicians. GPhC London
- Handley, K., A. Sturdy, R. & Fincham T. Clark (2006) 'Within and Beyond Communities of Practice: Making Sense of Learning Through Participation, Identity and Practice' in Journal of Management Studies 43:3, pg 641-653
- Hatzipanagos, S. Lygo-Baker, S. (2006) Teaching observations: promoting development through critical reflection. Journal of Further and Higher Education, 30 (4) pp. 421-431
- Johns C (1996) Visualizing and realising caring in practice through guided reflection. Journal of Advanced Nursing. 24:1135-1143
- Jones S C and Jubraj B (2011) Reflecting on Teaching and Learning in Carter S (2011) Facilitating Learning in Healthcare. Pharmaceutical Press

- Jones S C, Jubraj B, Wright E, Pettit M, Ibrahim M, Hay D and Fleming G (2012) Development and Piloting of a Competency Framework for Pharmacy Educational and Practice Supervisors. Pharmacy Education Volume 12 (1)
- Jubraj ,B., Karemo, K., Morris, K., Pullinger, W., Safdar, A., Hatton, K., (2009) Make the most of the time you spend tutoring diploma students. Clinical Pharmacist 1: 141-143
- Morris K, Jubraj B, Safdar A, & Jones S C (2010) Understanding Reflective Practice. Clinical Pharmacist 2: 397-399.
- Scott M et al (1988) Attributes of Excellent Attending Physician Role Models N Eng J Med, 339:27; 1986-1993
- Synder, K. (2003) 'Ropes, poles and space', Active Learning in Higher Education, 4(2) pp 159-167
- Tuckman, B. (1965). Developmental sequences in small groups. Psychological Bulletin, 63, 384-399.
- Tuckman, B. & Jensen, M. (1977). Stages of small group development revisited. Group and Organizational Studies, 2, 419- 427
- Wenger E (2000) Communities of practice and social learning systems in Organization 7:2 225-246

Useful resources

The London Deanery Website has a series of webpages dedicated to introducing the various aspects of WBL and WPBA, relevant links are: http://www.faculty.londondeanery.ac.uk/e-learning/small-group-teaching

Aligning your learning style with that of your tutees: Access the internet and complete a learning styles questionnaire. Print off your results and write a page of approximately 250 words describing your thoughts and feelings on the result. (http://www.ncsu.edu/felder-public/ILSpage.html)
Emotional intelligence available: http://www.businessballs.com/eq.htm

Supporting tutees in difficulty: suggested resources

Recommended reading

- Brown, D. (2010) performance management: can the practice ever deliver the policy? Brighton: institute for employment studies. 5pp. Available at: http://www.employment-studies.co.uk/pubs/report.php?id=op23
- Gillen, T (2007) performance management and appraisal. Cipd toolkit. 2nd ed. London: chartered institute of personnel and development.
- Hutchinson, S. (2013) performance management: theory and practice. London: chartered institute of personnel and development
- http://www.faculty.londondeanery.ac.uk/e-learning/managing-poor-performance

Useful resources

- ACAS also provides a wide range of training on performance management, available at: http://www.acas.org.uk/index.aspx?articleid=4668.
- The Chartered Institute of Personnel and Development runs short training courses on various aspects of HR and performance management, available at: http://shop.cipd.co.uk/shop/cipd-training/courses.
- Managing stress available: http://www.businessballs.com/stressmanagement.htm
- The National Clinical Assessment Service: http://www.ncas.nhs.uk/.
- CPPE guide on Goal setting - The goal setting guide aims to support the learner in setting achievable goals. This guide would be ideal for tutors to work through with pre-registration and foundation

pharmacists, to ensure that they negotiate effective goals. There is an option for the learner to complete a reflective essay.

- CPPE guide to motivating - One of the key issues faced by many tutors is effectively motivating their tutee. The guide focus on the learners own personal motivation and explore strategies and tools to motivate themselves and to and help others to become more motivated.

14 Notes